Studies in Second Language Acquisition

Contents of
Volume 22, 2000

STUDIES IN SECOND LANGUAGE ACQUISITION

Editor, Albert Valdman, *Indiana University*
Associate Editor, Susan Gass, *Michigan State University*
Assistant to the Editor, Rachel Thyre Anderson, *Indiana University*

Editorial Board

Kathleen Bardovi-Harlig (*Indiana University*), Rod Ellis (*University of Aukland, New Zealand*), Gabriele Kasper (*University of Hawai'i, Manoa*), Patsy Lightbown (*Concordia University*), Michael Long (*University of Hawai'i, Manoa*), Jürgen M. Meisel (*University of Hamburg*), John H. Schumann (*UCLA*), Peter Skehan (*Thames Valley University*), Lydia White (*McGill University*)

Advisory Committee

David Birdsong (*University of Texas, Austin*), Lynn Eubank (*University of North Texas*), Barbara Freed (*Carnegie Mellon University*), Jan H. Hulstijn (*University of Amsterdam*), Claire Kramsch (*University of California, Berkeley*), Stephen Krashen (*USC*), Roy C. Major (*Arizona State University*), Teresa Pica (*University of Pennsylvania*), Russell S. Tomlin (*University of Oregon*), Bill VanPatten (*University of Illinois, Urbana-Champaign*), Daniel Véronique (*University of Paris III*), Richard Young (*University of Wisconsin, Madison*)

EDITORIAL POLICY

Studies in Second Language Acquisition is a refereed journal devoted to problems and issues in second and foreign language acquisition of any language. Theoretically based articles reporting research studies are preferred. However, empirical investigations of the interface between SLA and language pedagogy, such as classroom interaction or the effects of instruction, will also be considered. Prospective authors should consult recent volumes of the journal as well as the "Notes for Contributors" published in each issue.

PUBLISHING, PRODUCTION, AND ADVERTISING OFFICES

Cambridge University Press, 40 West 20th Street, New York, NY 10011, U.S.A.; or Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

SUBSCRIPTION OFFICES

(For U.S.A. and Canada) Cambridge University Press, 110 Midland Avenue, Port Chester, NY 10573, U.S.A. (For U.K. and elsewhere) Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England.

SUBSCRIPTION INFORMATION

Studies in Second Language Acquisition (ISSN 0272-2631) is published four times a year in March, June, September, and December by Cambridge University Press. Annual subscription rates for Volume 22 (2000): Institutions, US $120.00 in the U.S.A. and Canada, UK £74.00 in the U.K. and elsewhere; Individuals, US $57.00 in the U.S.A. and Canada, UK £35.00 in the U.K. and elsewhere. Prices include postage and insurance.

© 2000 CAMBRIDGE UNIVERSITY PRESS

All rights reserved. No part of this publication may be reproduced, in any form or by any means, electronic, photocopying, or otherwise, without written permission from Cambridge University Press. *Photocopying information for users in the U.S.A.:* The Item-Fee Code for this publication (0272-2631/00 $9.50) indicates that copying for internal or personal use beyond that permitted by Sec. 107 or 108 of the U.S. Copyright Law is authorized for users duly registered with the Copyright Clearance Center (CCC) Transaction Reporting Service, provided that the appropriate remittance of $9.50 per article is paid directly to: CCC, 222 Rosewood Drive, Danvers, MA 01923. Specific written permission must be obtained for all other copying. Contact the *ISI Tearsheet Service*, 3501 Market Street, Philadelphia, PA 19104, for single copies of separate articles.

Periodicals rate postage paid at New York, NY, and additional mailing offices. Postmaster: Send address changes in the U.S.A., Canada, and Mexico to: *Studies in Second Language Acquisition*, Cambridge University Press, Journals Fulfillment Department, 110 Midland Avenue, Port Chester, NY 10573–4930.

Printed in the United States of America

CONTENTS OF VOLUME 22, 2000

ARTICLES

AHRENHOLZ, BERNT. Modality and referential movement in instructional discourse: Comparing the production of Italian learners of German with native German and native Italian production 337–368

ALLEN, LINDA QUINN. Form-meaning connections and the French causative: An experiment in processing instruction 69–84

BERNINI, GIULIANO. Negative items and negation strategies in nonnative Italian 399–440

CARROLL, MARY, MURCIA-SERRA, JORGE, WATOREK, MARZENA, AND BENDISCIOLI, ALESSANDRA. The relevance of information organization to second language acquisition studies: The descriptive discourse of advanced adult learners of German 441–466

CEBRIAN, JULI. Transferability and productivity of L1 rules in Catalan-English interlanguage 1–26

DEKEYSER, ROBERT M. The robustness of critical period effects in second language acquisition 499–533

DIMROTH, CHRISTINE, AND WATOREK, MARZENA. The scope of additive particles in basic learner languages 307–336

HENDRIKS, HENRIËTTE. The acquisition of topic marking in L1 Chinese and L1 and L2 French 369–397

JARVIS, SCOTT, AND ODLIN, TERENCE. Morphological type, spatial reference, and language transfer 535–555

JU, MIN KYONG. Overpassivization errors by second language learners: The effect of conceptualizable agents in discourse 85–111

KORMOS, JUDIT. The timing of self-repairs in second language speech production 145–167

LEOW, RONALD P. A study of the role of awareness in foreign language behavior: Aware versus unaware learners 557–584

MACKEY, ALISON, GASS, SUSAN, AND MCDONOUGH, KIM. How do learners perceive interactional feedback? 471–497

MONTRUL, SILVINA. Transitivity alternations in L2 acquisition: Toward a modular view of transfer 229–273

© 2000 Cambridge University Press 0272-2631/00 $9.50

PAOLILLO, JOHN C. Asymmetries in Universal Grammar: The role of method and statistics 209–228
PERDUE, CLIVE. Introduction: Organizing principles of learner varieties 299–305
ROSE, KENNETH R. An exploratory cross-sectional study of interlanguage pragmatic development 27–67
TOTH, PAUL D. The interaction of instruction and learner-internal factors in the acquisition of L2 morphosyntax 169–208

REVIEWS

ALBRECHTSEN, D., HENRIKSEN, B., MEES, I. M., & POULSEN, E. (Eds.). (1998). *Perspectives on foreign and second language pedagogy: Essays presented to Kirsten Haastrup on the occasion of her sixtieth birthday* (Dorothy Rissel) 585–586
ARCHIBALD, J. (1998). *Second language phonology* (Fred R. Eckman & Gregory K. Iverson) 279–281
BRAIDI, S. (1999). *The acquisition of second-language syntax* (Lynn Eubank) 592–593
COHEN, A. D. (1998). *Strategies in learning and using a second language* (Gerard Westhoff) 275–276
DE GRAAFF, R. (1997). *Differential effects of explicit instruction on second language acquisition* (Irit Kupferberg) 117–118
DOUGHTY, C., & WILLIAMS, J. (Eds.). (1998). *Focus on form in classroom second language acquisition* (María del Pilar García Mayo) 123–124
ELLIS, R. (1997). *SLA research and language teaching* (James P. Lantolf) 276–278
FERRIS, D., & HEDGCOCK, J. S. (1998). *Teaching ESL composition: Purpose, process, and practice* (Kristeen Chachage) 586–587
GASS, S. M. (1997). *Input, interaction, and the second language learner* (James F. Lee) 114–115
GULLBERG, M. (1998). *Gesture as a communication strategy in second language discourse: A study of learners of French and Swedish* (Nicholas O. Jungheim) 122–123
KASHER, A. (Ed.). (1998). *Pragmatics: Critical concepts* (Susan Foster-Cohen) 120–122
MACWHINNEY, B. (Ed.). (1999). *The emergence of language* (Naomi Bolotin) 587–589
MYLNARCZYK, R. W. (1998). *Conversations of the mind: The uses of journal writing for second-language learners* (Leon James) 589–590

SCHUMANN, J. H. (1997). *The neurobiology of affect in language* (Zoltán Dörnyei) 278–279
SLOBIN, D. I. (Ed.). (1997). *The cross-linguistic study of language acquisition. Volume 5: Expanding the contexts* (Susan A. Gelman) 113–114
SMOKE, T. (Ed.). (1998). *Adult ESL: Politics, pedagogy, and participation in classroom and community* (Viktorija Todorovska & Duane Roen) 118–119
SPEARS, A. K., & WINFORD, D. (Eds.). (1997). *The structure and status of pidgins and creoles* (Elizabeth Grace Winkler) 115–117
URQUHART, S., & WEIR, C. (1998). *Reading in a second language: Process, product, and practice* (Yoshiko Mori) 590–592

BOOK NOTICES

AGNIHOTRI, R. K., KHJUINA, A. L., & SACHDEV, I. (Eds.). (1998). *Social psychological perspectives on second language learning* (Robert S. Burton) 288
ALLEN, S. E. M. (1996). *Aspects of argument structure acquisition in Inuktitut* (Hilary Young) 128–129
BOYSSON-BARDIES, B. DE (translated by Malcolm DeBevoise). (1999). *How language comes to children: From birth to two years* (Susan Foster-Cohen) 601–602
BRAINE, G. (Ed.). (1999). *Non-native educators in English language teaching* (Tomoko Takahashi) 596
CAMPBELL, L. (1998). *Historical linguistics: An introduction* (Donald F. Reindl) 289–290
COELHO, E. (1998). *Teaching and learning in multicultural schools: An integrated approach* (Christina Bratt Paulston) 599
CRAIN, S., & THORNTON, R. (1998). *Investigations in Universal Grammar: A guide to experiments on the acquisition of syntax* (Lynn Eubank) 136
CRUTTENDEN, A. (1997). *Intonation (2nd ed.)* (Roy C. Major) 127–128
DURGUNOGLU, A., & VERHOEVEN, L. (Eds.). (1998). *Literacy development in a multilingual context: Cross-cultural perspectives* (Vai Ramanathan) 284–285
EDWARDS, V. (1998). *The power of Babel: Teaching and learning in multilingual classrooms* (Robert Bayley) 284
FRAWLEY, W. (1997). *Vygotsky and cognitive science: Language and the unification of social and computational mind* (James P. Lantolf) 125

FUSSELL, S. R., & KREUZ, R. J. (Eds.). (1998). *Social and cognitive approaches to interpersonal communication* (Joan Kelly Hall) 130
HANNAHS, S. J., & YOUNG-SCHOLTEN, M. (Eds.). (1997). *Focus on phonological acquisition* (Jenifer Larson-Hall) 131
HARKLAU, L., LOSEY, K. M., & SIEGAL, M. (Eds.). (1999). *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL* (Michael Khirallah) 599–600
HELLINGER, M., & AMMON, U. (Eds.). (1996). *Contrastive sociolinguistics* (Jan Bernsten) 129–130
HEWSON, J., & BUBENIK, V. (1997). *Tense and aspect in Indo-European languages: Theory, typology, diachrony* (Donald F. Reindl) 291
KIHLSTEDT, M. (1998). *La référence au passé dans le dialogue: Étude de l'acquisition de la temporalité chez des apprenants dits avancés de français* (John G. Moses) 133–134
KUNNAN, A. J. (Ed.). (1998). *Validation in language assessment: Selected papers from the 17th Language Testing Research Colloquium, Long Beach* (Fred Davidson) 288–289
LIPTON, G. C. (Ed.). (1998). *A celebration of FLES*: Sequential FLES, FLEX, and immersion* (Thomas Lovik) 290–291
LUCAS, C. (Ed.). (1998). *Pinky extension and eye gaze: Language use in Deaf communities* (Gerald P. Berent) 283
LYOVIN, A. V. (1997). *An introduction to the languages of the world* (Donald F. Reindl) 135
MACAULAY, R. K. S. (1997). *Standards and variation in urban speech: Examples from Lowland Scots* (Jan Bernsten) 596–597
MATSUMOTO, H. (1998). *The relationship between various types of teachers' language and comprehension in the acquisition of intermediate Japanese* (Tomoko Takahashi) 134–135
MCWILLIAM, N. (1998). *What's in a word? Vocabulary development in multilingual classrooms* (Paul Nation) 126–127
MONTRUL, S., & SLABAKOVA, R. (Eds.). (1998). *Proceedings of the 1997 Generative Approaches to Second Language Acquisition conference* (Kathleen M. O'Connor) 132–133
MYERS-SCOTTON, C. (Ed.). (1998). *Codes and consequences: Choosing linguistic varieties* (H. D. Adamson) 287
NIEMI, J., ODLIN, T., & HEIKKINEN, J. (Eds.). (1998). *Language contact, variation, and change* (Elizabeth Winkler) 602

PÜTZ, M. (Ed.). (1997). *The cultural context in foreign language teaching* (Dieter Wolff) 285–286
RICENTO, T., & BURNABY, B. (Eds.). (1998). *Language and politics in the United States and Canada: Myths and realities* (Timothy Reagan) 126
ROBERTS, J. (1998). *Language teacher education.* (Manel Lacorte) 600–601
SCOVEL, T. (1998). *Psycholinguistics* (Janet P. Patterson) 131–132
TARTTER, V. C. (1998). *Language and its normal processing* (John G. Barnitz) 597–598
WOLFRAM, W., TEMPLE ADGER, C., & CHRISTIAN, D. (1999). *Dialects in schools and communities* (Björn H. Jernudd) 598
YOUNG, R., & HE, A. W. (Eds.). (1998). *Talking and testing: Discourse approaches to the assessment of oral proficiency* (Jeff Connor-Linton) 286–287
ZAMEL, V., & SPACK, R. (Eds.). (1998). *Negotiating academic literacies: Teaching and learning across languages and cultures* (Anna Mauranen) 595